

# Burham Church of England Primary School

## School Plan

### 2016-2017

Headteacher: Miss Michelle Grima	Chair of Governors: Mrs Eileen Smith
----------------------------------	--------------------------------------

Budget Implications:

## Ofsted Inspection Outcomes

Overall effectiveness	Previous Inspection	Requires improvement	3
	Last inspection 2-3 October 2014	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early Years provision		Good	2

### Areas for Improvement identified from the last inspection:

- Most able children do not make as much progress as they should because they do not have enough time to complete more demanding work.
- Pupils do not achieve as well in writing, particularly in spelling, as they do in reading and mathematics.
- Communication is not as effective as it could be to secure the confidence and support of all parents.

**These areas for improvement are the key priorities for the School Plan**

1. Leadership and management	2. Personal development, Behaviour and Welfare	3. Teaching, Learning & Assessment	4. Outcomes for children and learners
<p>Ensure that Maths and English Leaders are fully involved in data analysis and Pupil Progress Meetings in order to further drive improvements</p> <p>Ensure subject leadership development plans reflect whole school priorities</p> <p>Ensure that key expectations, including pupil targets continue to be implemented</p>	<p>Continue to use open ended ways of learning strategies so that pupils show high levels of commitment to learning</p> <p>Continue to use pastoral support strategies and resources in order to work with pupils who find it difficult to engage with their learning</p>	<p>Quality of teaching to move towards a triangulated judgement of 'outstanding'</p> <p>Continue to implement and further develop higher order thinking skills and open ended tasks as part of key expectations</p>	<p>Outcomes in English and maths are matched to expected in year progress and end of year age related expectations</p>

<p>Ensure that resilience curriculum is put in place and becomes imbedded across the year; with regular opportunities to review implementation</p>	<p>Introduce new resilience curriculum in Year 1-6</p>	<p>Determine ways of measuring the 'quality' impact of resilience curriculum</p>	<p>Using 'Stirling' scale improvements in positive responses are seen against initial baseline</p>
<p>Ensure all agreed actions to improve spelling are in place and monitor impact through data collection</p>	<p>Use aspects of resilience work to encourage pupils to try out spelling independently first before seeking adult help</p>	<p>Spelling journal to be introduced in Year 1 (already embedded in Year 2) Introduction of 'No Nonsense' spelling scheme from Year 2 – 6 Time set aside for specifically teaching 'exception words'</p>	<p>85% of pupils to know <b>?%</b> of 'exception words' for their year group Children in Key Stage 1 to know these 'problem' words: 85% of children in EYFS and Year 1 They Where Was What When Like There</p>
<p>Continue to meet with parent group once a term and show regard to any issues raised</p>			

## 1. Effectiveness of Leadership and Management

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2016	Key Actions to achieve outcomes
<p>Ensure that Maths and English Leaders are fully involved in data analysis and Pupil Progress Meetings in order to further drive improvements</p> <p>Ensure subject leadership development plans reflect whole school priorities</p> <p>Ensure that key expectations, including pupil targets continue to be implemented</p> <p>Ensure that resilience curriculum is put in place and becomes imbedded across the year; with regular opportunities to review implementation</p> <p>Ensure all agreed actions to improve spelling are in place and monitor impact through data collection</p> <p>Continue to meet with parent group once a term and show regard to any issues raised</p>	<p><b>Senior Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Have a clear overview of the standards in English and Maths</li> <li>• Have a comprehensive overview of data and its impact across the year and will act speedily to address any issues</li> <li>• Have a clear overview of how the resilience curriculum is being implemented</li> <li>• Build in regular opportunities to review the implementation of the resilience curriculum</li> <li>• Build in regular opportunities to monitor and review spelling strategies and, in particular ‘exception words’ and ‘problem’ words</li> </ul> <p><b>Middle Leaders will:</b></p> <ul style="list-style-type: none"> <li>• English and Maths Leaders accurately monitor the standards in these subjects</li> <li>• Plan actions in their subject that will directly impact on quality of teaching and learning</li> <li>• Have an overview of the implementation of the resilience curriculum</li> <li>• English Leaders accurately monitor the standards in SPAG</li> </ul> <p><b>Governors will:</b></p>	<p>Challenge for more able to be made explicit in planning under the heading: <b>DBC</b></p> <p><b>Depth</b> <b>Breadth</b> <b>Challenge</b></p> <p>Majority of pitch of lesson would be aimed at high average ability (For some pupils, during certain lessons and part of the lesson structure, it may be appropriate to use additional adults to differentiate more finitely)</p> <p>Lesson observation judgements to be aligned with in year progress (<b>based on new assessment procedures</b>) Judgements aligned with book scrutinies and planning</p> <p>Coaching and mentoring approach used; use of staff meeting time and Staff Development Days</p> <p>HT and SL observation, including joint, planning and book scrutiny; talking to children about their progress – for triangulated judgements</p> <p>Learning walks with staff; subject leaders and other Headteachers</p> <p>Attainment and progress analysis</p>

	<ul style="list-style-type: none"> <li>• Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions</li> </ul> <p><b>Impact on teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• 100% of triangulated judgements on teaching to be good with outstanding elements</li> <li>• 85% of cohorts will meet the 'expected' outcome for reading, writing and maths</li> <li>• There will be a notion of 'potential and perceived' impact on learning</li> <li>•</li> </ul>	<p>Hold Pupil Progress Meetings – linked to data</p> <p>Planning scrutinies and evidence folders monitored Planning, books and SPAG Mastery folders scrutinised</p>
<b>Evaluation of Monitoring</b>		

## 2. Personal development behaviour and welfare

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2017	Key Actions to achieve outcomes
<p>Continue to use open ended ways of learning strategies so that pupils show high levels of commitment to learning</p> <p>Continue to use pastoral support strategies and resources in order to work with pupils who find it difficult to engage with their learning</p> <p>Introduce new resilience curriculum in Year 1-6</p>	<p><b>Senior Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Have a comprehensive overview of data and its impact across the year and will act speedily to address any issues</li> <li>• Have a clear understanding of different open ended approaches being used across the school</li> <li>• Be fully involved in pastoral support</li> <li>• Continue to give high regard to achievements</li> </ul>	

<p>Use aspects of resilience work to encourage pupils to try out spelling independently first before seeking adult help</p>	<ul style="list-style-type: none"> <li>• Have an overview of the implementation of the resilience curriculum</li> </ul> <p><b>Middle Leaders will:</b></p> <ul style="list-style-type: none"> <li>• English and Maths Leaders accurately monitor the standards in these subjects and will report on any open ended strategies</li> <li>• Plan actions in their subject that will directly impact on quality of teaching and learning, including open ended ways of working</li> <li>• Have an overview of the implementation of the resilience curriculum</li> </ul> <p><b>Governors will:</b></p> <ul style="list-style-type: none"> <li>• Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions</li> </ul> <p><b>Impact on teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Learners will rise to new challenges</li> <li>• Effective learning behaviours will be embedded</li> </ul>	
<p><b>Evaluation of Monitoring</b></p>		

3. Teaching , Learning and Assessment

Areas for improvement – what needs to improve to	Success Criteria – what will success look like by	Key Actions to achieve outcomes
--	---	---------------------------------

meet	July 2017	
<p>Quality of teaching to move towards a triangulated judgement of 'outstanding'</p> <p>Continue to implement and further develop higher order thinking skills and open ended tasks as part of key expectations</p> <p>Determine ways of measuring the 'quality' impact of resilience curriculum</p> <p>Spelling journal to be introduced in Year 1 (already embedded in Year 2)</p> <p>Introduction of 'No Nonsense' spelling scheme from Year 2 – 6</p> <p>Time set aside for specifically teaching 'exception words'</p>	<p><b>Senior Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Hold staff to account for their performance</li> <li>• Ensure that Appraisal targets are linked to data and school improvement priorities</li> </ul> <p><b>Middle Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Hold staff to account for performance within their subject</li> </ul> <p><b>Governors will:</b></p> <ul style="list-style-type: none"> <li>• Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions</li> </ul> <p>•</p> <p><b>Impact on teaching and learning:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Evaluation of Monitoring</b>		

#### 4. Outcomes for children and learners

Areas for improvement – what needs to improve to meet	Success Criteria – what will success look like by July 2017	Key Actions to achieve outcomes
<p>Outcomes in English and maths are matched to expected in year progress and end of year age related expectations</p> <p>Using 'Stirling' scale improvements in positive responses are seen against initial baseline</p>	<p><b>Senior Leaders will:</b></p> <p><b>Middle Leaders will:</b></p> <p><b>Governors will:</b></p> <ul style="list-style-type: none"> <li>• Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of</li> </ul>	

<p>85% of pupils to know 'exception words' for their year group  Children in Key Stage 1 to know these 'problem' words:  They  Where  Was  What  When  Like  There</p>	<p>these actions</p> <ul style="list-style-type: none"> <li>• <b>Impact on teaching and learning:</b>  85% of pupils to know 'exception words' for their year group  Children in Key Stage 1 to know these 'problem' words:  They  Where  Was  What  When  Like  There</li> </ul>	
<p>Evaluation of Monitoring</p>		